

Success of the Siloed: Strategies for Retaining Black Women Faculty

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Land Acknowledgement

We wish to acknowledge and honor the Indigenous communities native to this region and recognize that Indiana University Bloomington (the land on which we inhabited during our research process and today) is built on Indigenous homelands and resources. We recognize the myaamiaki, Lënape, Bodwëwadmik, and saawanwa people as past, present, and future caretakers of this land.

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What brings you to this session?

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“To be Black, a woman and an academic is a metaphysical dilemma.”

(Chancellor, 2019, p.187)

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What We Know

- Inequities and discrimination are built into the systems and structures of higher education.
- Despite diversity, equity and inclusion efforts, many Black women faculty still face difficulties.
- These difficulties are many of the reasons why some Black women faculty leave the professoriate and/academy. However, many persist.

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Phase 1

- We used existing data from the Faculty Survey of Student Engagement (FSSE) to examine the experiences of Black women faculty
- More time advising and meeting with students, and on service commitments
- Reflecting on how to improve their teaching and class structure
- Underrepresented at Full professor ranks and in tenured positions
- Report less stress, depression, and anxiety
- Less reporting of noticing discrimination and harassment

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Phase 2

- Interviews with 14 Black women Professors
- Contextualized results from phase 1
- Explore the strategies participants used for navigating the professoriate
- Four themes emerged
 - Processes and policies of professoriate are specifically problematic for Black women
 - Network of support is instrumental to success
 - Institutions should be doing more
 - Motivations to persist are a function of caring

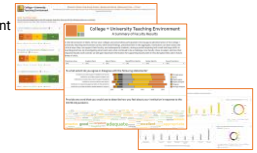


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Phase 3

The College + University Teaching Environment Survey

- Assess an institution's current teaching environment
 - Climate for diversity
 - Teaching Processes and Policies
 - People (Leaders, Colleagues, Self)
 - Resources and Support Structures
 - Affective Components
- Website: <https://cutesurvey.iu.edu>



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Theme 1: Processes and policies of professoriate are specifically problematic for Black women

- **I've been adequately advised about the tenure or promotion process, including standards and criteria.**
 - 11 strongly disagree/disagree/slightly disagree
 - 30 slightly agree/agree
 - 13 strongly agree
 - About 4 out of 5 in agreement
- **The tenure or promotion review process is fair.**
 - 17 strongly disagree/disagree/slightly disagree
 - 32 slightly agree/agree
 - 5 strongly agree
 - About 2 out of 3 in agreement



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Theme 2: Network of support is instrumental to success

- **Engaged with a campus-based faculty or staff affinity group**
 - 28 never
 - 58 rarely/sometimes
 - 35 often/very often
 - About 1 of 4 do so frequently
- **Reached out to an institutional colleague for support**
 - 1 Never
 - 66 rarely/sometimes
 - 54 often/very often
 - About 2 of 5 do so frequently
- **Reached out to a non-institutional colleague for support**
 - 15 never
 - 50 rarely/sometimes
 - 56 often/very often
 - About half do so frequently



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Theme 3: Institutions should be doing more

- **How much do senior leaders create a sense of community among faculty**
 - 13 Not at all
 - 53 very little/some
 - 56 quite a bit/very much
 - About half feel substantially so
- **How much do senior leaders ensure that people are not stigmatized because of their identities?**
 - 12 Not at all
 - 49 very little/some
 - 62 quite a bit/very much
 - About half feel substantially so



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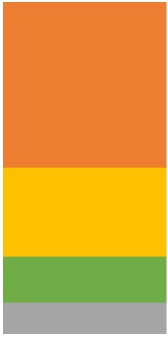
Discussion

How have you either hindered the success or been an ally of Black women faculty?

What tools can be integrated into your institution or unit?

What intentional things are happening at your institution to support Black women faculty?

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Thanks for joining us!

You can find our slides and more information about the project at our website:

w: <https://cutesurvey.ju.edu/success-siloed-black-women.html>